

# Report of Program Accreditation Recommendations

October 2014

## Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

## Staff Recommendation

That the Committee on Accreditation grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

### **A. Programs for Approval by the Committee on Accreditation**

#### **Program(s) of Professional Preparation for General Education (Multiple Subject/Single Subject) Induction**

##### ***San Diego State University General Education (Multiple Subject/Single Subject) Induction***

The mission of the San Diego State University General Education (Multiple Subject/Single Subject) Induction program is to build upon the participating teacher’s knowledge and skills acquired during teacher preparation and provide multiple job-embedded professional learning opportunities to improve their teaching practices within the context of a general education classroom. The program assists and supports participating teachers with their transition into the teaching profession; with the advancement of their knowledge and skills in relation to the California Standards for the Teaching Profession; and with becoming effective teachers who lead programs that result in the success of all students. Participating teachers engage in an ongoing learning and formative assessment cycle to plan, instruct, assess student work, reflect, and apply what they learned in the classroom. The program also uses FACT, a research-based formative assessment system. Participating teachers develop an Individual Induction Plan to guide their professional growth.

#### **Program(s) of Professional Preparation for General Education (Multiple Subject/Single Subject) Intern**

##### ***Los Angeles County Office of Education***

Los Angeles County Office of Education’s General Education Multiple Subject and Single Subject intern credential programs prepare teachers to promote rigorous instruction included in the California Common Core State Standards. Graduates are able to engage K–12 students in critical thinking, interdisciplinary learning and problem solving, as well as literacy across the curriculum. Participants develop a professional perspective on teaching that includes an ethical

commitment to teach every student effectively and to develop as a professional educator. A fair, valid, and reliable assessment of the candidate's status with respect to the TPEs is embedded in the program design.

### ***Tulare County Office of Education***

The Tulare County Office of Education (TCOE) General Education Multiple Subject and Single Subject intern programs are designed to prepare candidates to assume the duties and responsibilities of a full-time classroom teacher in California's diverse settings. An emphasis is placed on practical application through a balanced program of theory and practice. The programs are designed to provide teacher candidates with knowledge, skills, and applied fieldwork experiences in a sequential and supportive manner. There is a focus on improving student achievement in California schools. TCOE's Intern Programs are designed to work in close collaboration with participating school districts. Pre-service is aligned with program standards and is implemented prior to the multiple subject and single subject preparation programs in order to prepare the candidates to be effective classroom teachers throughout the credential program. The California Common Core State Standards and English Language Learner instruction are addressed throughout the pre-service and the credential program.

### **Program(s) of Professional Preparation for Preliminary Education Specialist Mild/Moderate Intern**

### ***Los Angeles County Office of Education***

The Los Angeles County Office of Education (LACOE) Preliminary Education Specialist Mild/Moderate intern program will prepare candidates to assume the duties and responsibilities of a full time special education classroom teacher working in the mild /moderate specialty areas. The LACOE program will offer each teacher candidate a preparation program that is directed and sequential, integrating the development of sound theoretical understandings with real-world application. The program is intended to provide candidates with the knowledge, skills, and experiences necessary to meet the needs of all students in California's diverse classrooms. It includes pre-service preparation, is aligned to program standards, and integrates the California Common Core State Standards to prepare candidates to be effective education specialist classroom teachers.

### ***Tulare County Office of Education***

The Tulare County Office of Education's (TCOE) Preliminary Education Specialist Mild/Moderate intern program is designed to provide collaborative and innovative approaches to meet the specific needs of the Education Specialist Mild/Moderate teacher. The program will consist of sequential coursework designed to support candidates as they enter the field of special education teaching students diagnosed as mild to moderate. The program will focus on effective teaching strategies specific to this student population. Candidates will be assigned to a cohort model throughout the program. Participants will receive a TCOE program mentor as well as an on-site mentor to provide guidance and effective strategies to be used while working with assigned caseloads and families in inclusive settings. TCOE's intern pre-service preparation is aligned with program standards prior to a candidate becoming a teacher of record to prepare the candidates to be effective classroom teachers. The California Common Core State Standards

and English Language Learner instruction are addressed throughout the pre-service and the credential program.

Program(s) of Professional Preparation for Preliminary Education Specialist Moderate/Severe Intern

***Los Angeles County Office of Education***

The Los Angeles County Office of Education (LACOE) Preliminary Education Specialist Moderate/Severe intern program will prepare candidates to assume the duties and responsibilities of a full time special education classroom teacher working in the moderate/severe specialty areas. The LACOE program will offer each teacher candidate a preparation program that is directed and sequential, integrating the development of sound theoretical understandings with real-world application. The program is intended to provide candidates with the knowledge, skills, and experiences necessary to meet the needs of all students in California's diverse classrooms. It includes pre-service preparation, is aligned to program standards, and integrates the California Common Core State Standards to prepare candidates to be effective education specialist classroom teachers.

***Tulare County Office of Education***

The Tulare County Office of Education's (TCOE) Preliminary Education Specialist Moderate/Severe intern program is designed to provide collaborative and innovative approaches to meet the specific needs of the Moderate/Severe Education Specialist teacher. The program will consist of two years of sequential coursework designed to support candidates as they enter the field of special education teaching students diagnosed as moderate to severe. The program will focus on effective teaching strategies specific to this student population. Candidates will be assigned to a cohort model throughout the program. Participants will receive a TCOE program mentor as well as an on-site mentor to provide guidance and effective strategies to be used while working with assigned caseloads and families in inclusive settings. TCOE's intern pre-service preparation is aligned with program standards prior to a candidate becoming a teacher of record to prepare the candidates to be effective classroom teachers. The California Common Core State Standards and English Language Learner instruction are addressed throughout the pre-service and the credential program.

Program(s) of Professional Preparation for Preliminary Early Childhood Special Education Intern

***Los Angeles County Office of Education***

The Los Angeles County Office of Education (LACOE) Early Childhood Special Education intern Program will prepare candidates to assume the duties and responsibilities of a full time special education classroom teacher working in Early Childhood Special Education. The LACOE program will offer each teacher candidate a preparation program that is directed and sequential, integrating the development of sound theoretical understandings with real-world application. Candidates will receive an historical overview of early childhood special education and intervention, including key theories and programs. Candidates will be required to develop a repertoire of resources regarding appropriate and meaningful assessment instruments and

methods both formal and informal. The program is intended to provide candidates with the knowledge, skills, and experiences necessary to meet the needs of all students in California's diverse classrooms. It includes pre-service preparation, is aligned to program standards, and integrates the California Common Core State Standards to prepare candidates to be effective education specialist classroom teachers.

### ***Tulare County Office of Education***

The Tulare County Office of Education's (TCOE) Early Childhood Special Education intern program is designed to provide collaborative and innovative approaches to meet the specific needs of the Early Childhood Special Education teacher. The program will consist of two years of sequential coursework designed to support candidates as they enter the Early Childhood Special Education field. Coursework will provide candidates with key theories, an understanding of the legal and ethical responsibilities, and the most current research in order for the candidate to collaborate with families and other service organizations. Candidates will be assigned to a cohort model throughout the program. Participants will receive a TCOE program mentor as well as an on-site mentor to provide guidance and effective strategies to be used while working with assigned caseloads and families in inclusive settings. Throughout the program, candidates will be observed and conference with their practicum supervisor. TCOE's Intern pre-service preparation is aligned with program standards prior to a candidate becoming a teacher of record to prepare the candidates to be effective classroom teachers. The California Common Core State Standards and English Language Learner instruction are addressed throughout the pre-service and the credential program.

### **Program(s) of Professional Preparation for Clear Education Specialist Induction**

### ***Los Angeles County Office of Education***

Los Angeles County Office of Education's Clear Education Specialist Induction Program is researched-based and structured to support beginning teachers. Each teacher is assigned a support provider to assist as they progress through the program. Through collaboration and the goals delineated by the district, site administrators, and the teacher, the program delivers an array of embedded resources that will enhance not only the experience of the teacher, but also maximize their preparation. The program uses FAS as a formative assessment tool that helps deliver an intense professional development component so that teachers can work collaboratively and concurrently develop skills for self-reflection and professional growth. The outcome is to produce teachers that are confident, knowledgeable and resourceful in order to possess the skills to be effective, differentiate instruction and provide strategies to increase teacher retention.

### ***Los Banos Unified School District***

The vision of the Los Banos Unified School District's Clear Education Specialist Induction Program is to increase student achievement by developing effective teachers through the use of a research-based, state developed formative assessment tool, the Formative Assessment for California Teachers (FACT). The mission of the Los Banos Clear Education Specialist Induction Program is to help novice teachers not only survive their early years, but emerge as confident, skilled professionals. The Los Banos Clear Education Specialist Induction model helps novice educators maintain a strategic focus on student learning and classroom instruction

with the guidance of a highly trained and supported support provider. Through the development of the Individual Induction Plan and the on-going cycle of *plan, teach, reflect, and apply*, participating teachers will incorporate professional development into their daily practice. This extended preparation will ensure that the individual needs of all students are met. The Los Banos Clear Education Specialist Induction Program integrates on-going support from the district special services department, the county SELPA, and Diagnostic Center of Central California.

### ***Tulare County Office of Education***

Tulare County Office of Education's (TCOE) Clear Education Specialist Induction program is designed to assist and support participating teachers as they develop into today's educational leaders in the field of education while clearing their education specialist credential. The goal of the program is for Level I or Preliminary Education Specialist credential holders to build upon their knowledge and skills previously acquired. Participants advance their knowledge and skills in the program through courses that support on-site inquiry and leadership skills in relation to the California Standards for the Teaching Profession. Every candidate builds his/her own unique program to meet his/her individual needs and are given choices and guidance as to the courses and inquiries they choose with program and district input. With the assistance of a trained mentor, participating teachers self-assess, set and reach professional goals, and develop as a professional through the inquiry process. Through enhanced coursework, candidates will demonstrate candidate competencies and will be required to create a portfolio that links pedagogy and professional practice.

### ***West Contra Costa Unified School District***

West Contra Costa Unified School District (WCCUSD) is a large urban school district with a multi-faceted and diverse population of students. WCCUSD's Clear Education Specialist Induction program will provide a purposeful, sequenced structure of extended preparation and will offer systematic opportunities for application and demonstration of pedagogy. The Clear Education Specialist Induction program will provide a planned sequence of job-embedded experiences for participating teachers via a year-long inquiry of practice. Through the use of FAS processes and tools, participating teachers (PT's) will assess their learning context, set and reflect upon professional goals, and examine their teaching practice – all within the context of the *California Standards for the Teaching Profession*. Participating teachers and their support providers will conduct a self-determined, year-long inquiry using FAS processes and tools.

### **Program(s) of Professional Preparation for Education Specialist: Added Authorization**

#### ***Los Angeles County Office of Education Added Authorization: Autism Spectrum Disorder***

The Los Angeles County Office of Education's Autism Spectrum Disorders Added Authorization (ASDAA) program ensures that each candidate is able to demonstrate the knowledge, skills and abilities to become proficient in implementing methodologies and strategies necessary in teaching and engaging students with ASDAA from acquisition through generalization. Candidates will be given research-based approaches to teaching students with autism, as well as, effective strategies, currently approved and used by teachers in the field. The development of lesson plans and materials using these strategies and practicing its use in the

classroom will be part of required fieldwork. In addition, different forms of communication and their effects on behavior are explored, while tools to improve communication are explored and shared.

***Los Angeles County Office of Education Added Authorization: Early Childhood Special Education***

The Early Childhood Special Education Added Authorization (ECSEAA) program for Los Angeles County Office of Education provides the instruction needed for the candidate to demonstrate comprehensive knowledge of the developmental and learning characteristics, evidence-based practices, and assessment protocol that will lead to appropriate interventions associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, emotional disturbance, and low incidence and multiple disabilities. Each candidate will also gain the knowledge of family systems and the central role of families in facilitating healthy growth and development.

***Tulare County Office of Education***

*Tulare County Office of Education's Autism Spectrum Disorder Added Authorization enables an Education Specialist credential holder to teach students with Autism Spectrum Disorder. Education Specialist teachers will take a series of classes including Positive Behavior Supports, Assessment, Collaboration, Programming Strategies in Autism, and Communication and Behavior for Autism Spectrum Disorders. Candidates are required to complete a fieldwork practicum in which successful completion must be certified by personnel qualified in Autism Spectrum Disorders.*

***Tulare County Office of Education***

*Tulare County Office of Education's Early Childhood Special Education Added Authorization (ECSEAA) enables an Education Specialist credential holder to teach students 0-5 that qualify for special education services. Education Specialist teachers can add the ECSE Added Authorization with three to four additional classes. Classes include Assessment & Intervention for student with special needs 0-5, Early Language & Communication, Curriculum & Environments in Early Childhood Special Education and Advance Special Education Practicum for Early Childhood Special Education. Candidates will be exposed to creating learning environments in a wide range of settings such as homes, childcare, and other community environments. Practicum Supervisors are assigned to candidates, and will ensure through observations and discussion that a candidate is implementing appropriate strategies.*

**Program(s) of Professional Preparation for Administrative Services Tier I (Clear)**

***Tulare County Office of Education***

Tulare County Office of Education's Administrative Services Tier I Credential program (iLead) offers a blend of theoretical practice conjoined with an authentic 20-day fieldwork assignment during the one year program. In direct partnership with each candidate's district, release time is provided from his or her current position in order to participate in this authentic 20-day

fieldwork assignment. Candidates have an opportunity to develop and refine their leadership skills working alongside a fieldwork administrator who guides and mentors development across the administrative leadership standards. Additionally, utilizing a cohort model, where participants take all of their coursework together, candidates develop a learning community. Through this blend of theoretical and practical experience, candidates are able to attain a macro perspective of the administrator's role and function while mastering the competencies that are aligned with the standards.

Program(s) of Professional Preparation for Designated Subjects Career Technical Education

***Tulare County Office of Education***

*The Tulare County Office of Education's Designated Subjects Career Technical Education (CTE) teaching credential authorizes holders to teach in the subject/subjects named on the credential in grades twelve and below and in classes organized primarily for adults including English learners in Specially Designed Academic Instruction in English (SDAIE). Prior to recommendation for the three-year Preliminary CTE teaching credential, candidates are required to verify three years of full-time industry experience, secure a teaching position and complete 6-8 units of pre-service coursework. The preparation for the Clear CTE teaching credential can be completed in 15-18 months depending on date of enrollment and completion of candidate competency standards including a CTE Portfolio of Evidence. Candidates will be assigned mentors to assist with classroom management and teaching. Support will include observations, demonstration teaching, co-planning, informal visits, and frequent communication.*

**B. Notification about the Transition of Professional Preparation Program(s)**

*The items listed below are for notification purposes only. No action is needed.*

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

<b>Name of Sponsoring Institution</b>	<b>Tier I to Preliminary Program Transition Date</b>	<b>Guidelines-based to Clear Induction Program Transition Date</b>
CSU San Luis Obispo	9-1-15	
CSU Pomona	9-1-15	
CSU Bakersfield	8-1-15	
CSU Channel Islands	9-1-15	
CSU Chico	8-24-15	
CSU Dominguez Hills	6-1-15	
CSU East Bay	1-5-15	
CSU Fresno	9-1-15	
CSU Fullerton	9-1-15	

Name of Sponsoring Institution	Tier I to Preliminary Program Transition Date	Guidelines-based to Clear Induction Program Transition Date
CSU Long Beach	9-1-15	
CSU Los Angeles	9-1-15	
CSU Northridge	7-1-15	
CSU Sacramento	7-1-15	
ACSA		7-1-15
Alliant	9-1-15	
Argosy	9-1-15	
Azusa Pacific	9-1-15	7-1-15
Brandman University	8-31-15	
Cal Baptist	9-1-15	
Cal Lutheran	6-1-15	
Concordia	9-1-15	
CSU San Bernardino	9-1-15	
CSU San Diego	9-1-15	
CSU San Francisco	8-31-15	
CSU San Jose	9-1-15	
CSU San Marcos	9-1-14	
CSU Sonoma	8-1-15	
CSU Stanislaus	6-1-15	
El Dorado COE		7-1-15
Fielding Graduate	9-1-15	
Fortune School	8-1-2015	
Fresno COE		7-1-15
Fresno Pacific	8-1-15	
Hope International	9-1-15	
Kern County SOS		7-1-15
La Sierra University	7-1-15	
Los Angeles COE		7-1-15



<b>Name of Sponsoring Institution</b>	<b>Tier I to Preliminary Program Transition Date</b>	<b>Guidelines-based to Clear Induction Program Transition Date</b>
Loyola Marymount	9-1-15	
Madera COE	9-1-15	
Merced COE		7-1-15
Mills College	2-1-15	
National	7-1-15	
Notre Dame de Namur	1-1-15	
Orange County DOE	7-1-15	7-1-15
Pepperdine	9-1-2015	
Placer COE		7-1-14
Pt. Loma Nazarene	8-1-15	
REACH	9-1-2015	6-30-15
Riverside COE		7-1-14
Sacramento COE	7-1-15	7-1-15
Saint Mary's	8-1-15	
San Diego COE	9-1-15	4-1-15
San Mateo COE		7-1-15
Santa Barbara CEO	9-1-2015	
Santa Clara University	9-1-15	7-1-15
Shasta COE		7-1-15
Simpson	9-1-15	
Stanislaus COE		7-1-15
Teachers College of San Joaquin	6-1-15	7-1-15
Touro University	9-1-15	
Tulare COE		7-1-15
UC Berkeley	6-15-14	
UC Irvine	9-1-15	7-1-15
UC Los Angeles	9-1-15	
University of La Verne	9-1-15	

Name of Sponsoring Institution	Tier I to Preliminary Program Transition Date	Guidelines-based to Clear Induction Program Transition Date
University of Phoenix	9-1-15	
University of Redlands	9-1-15	
University of San Diego	9-1-15	
University of San Francisco	8-1-15	
University of Southern California	8-1-15	
University of the Pacific	9-1-15	
Ventura COE		9-1-14

### **C. Program(s) of Professional Preparation Moving to Inactive Status**

*The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)*

***The date of the inactive program must be no sooner than the date of COA action or no later than 6 months after the date of the application.***

#### ***Dominican University of California***

General Education (Multiple Subject/Single Subject) Clear Credential Program

#### ***Claremont Graduate University***

Education Specialist Added Authorization: Autism Spectrum Disorders Program

Education Specialist Level II Mild/Moderate Disabilities Credential Program

Education Specialist Level II Moderate/Severe Disabilities Credential Program

#### ***California State University, San Marcos***

Reading and Language Arts Specialist Credential program

Reading Certificate Credential program

#### ***Madera County Office of Education***

Education Specialist –Added Authorization: Autism Spectrum Disorder program.

#### ***University of California, Berkeley***

Preliminary Single Subject Credential

#### ***Alliant University***

Preliminary Administrative Services Credential

### **D. Professional Preparation Programs(s) Requesting Reactivation**

*When an approved program has requested an **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

*Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.*

**Chapter 3 of the Accreditation Handbook states:**

***An inactive program may be re-activated only when the institution submits a request to the COA and the COA has taken action to reactive the program. If the program standards under which the program was approved have been modified, the institution or program sponsor must address the updated standards before the program may be re-activated.***

### **California State University, Monterey Bay**

#### **Multiple Subject Intern Credential Program**

California State University, Monterey Bay was assigned the status of **Accreditation with Major Stipulations** at the April 24, 2014 COA meeting. As a part of this accreditation status, the COA approved a stipulation that stated that no new program will be approved until the identified stipulations are fully addressed. The Multiple Subject Intern program that CSU, Monterey Bay is requesting be reactivated had a status of inactive at the time of the accreditation site visit. Since the **Accreditation Handbook** does not include explicit language about whether approving new programs includes reactivating programs while an institution is under the status of Accreditation with Major Stipulations the reactivation of CSU, Monterey Bay's General Education Multiple Subject program is at the discretion of the COA. (See Request letter and Accreditation Action letter below).



California State University  
**MONTEREY BAY**  
Extraordinary Opportunity

College of Education  
100 Campus Center  
Seaside, CA 95556-BCC1  
831-582-6170  
831-582-5172 fax  
ceoffice@csumb.edu  
csumb.edu

September 19, 2014

Cheryl Hickey  
Administrator of Accreditation  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811

Dear Ms. Hickey:

CSUMB, College of Education is formally requesting that our Multiple Subject Intern Credential program be placed on **active status**.

Our partner school districts have clearly indicated a considerable demand for intern elementary teachers and our teacher preparation program is poised to address the regional demand for highly qualified teachers.

Please do not hesitate to contact me if I can provide additional information.

I appreciate your assistance.

Gracias,

  
Jose Luis Alvarado, Ph.D.  
Dean  
College of Education  
(831) 582-5190

cc: Cathi Draper-Rodriguez  
Mark O'Shea  
Carolina Serna  
Christina Rocchi



## **Commission on Teacher Credentialing**

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 [www.ctc.ca.gov](http://www.ctc.ca.gov)

*Office of the Executive Director*

May 7, 2014

Eduardo Ochoa, President  
California State University, Monterey Bay  
100 Campus Center  
Seaside, CA 93955

Dear President Ochoa:

I am writing to inform you that on April 24, 2014, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Major Stipulations* to California State University, Monterey Bay and all of its credential programs.

Following are the stipulations to be met:

- 1) The institution must provide a clear description and supporting documentation to address all Program Standards for the Education Specialist and Added Authorization in Special Education credential program found to be not met. For each standard this information must include:
  - a. A succinct description of how candidates demonstrate competency in standard requirements.
  - b. The scoring rubric(s) and/or other measures used to determine candidate competency as well as evidence showing how the indicators directly relate to each of the required candidate competencies.
- 2) No new programs will be approved by the Committee on Accreditation until the stipulation above is fully addressed
- 3) Within one year, the institution will undergo an accreditation revisit.

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Intern (inactive)
- Single Subject Credential
  - Single Subject
  - Single Subject Intern
- Education Specialist Credentials
  - Preliminary Level I
  - Mild/Moderate Disabilities
  - Moderate/Severe Disabilities
  - Professional Level II
  - Mild/Moderate Disabilities
- Reading Certificate (inactive)

*Ensuring Educator Excellence*

### **E. Recommendation about the Withdrawal of Professional Preparation Program**

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action or, if requested, up to 6 months after the date the COA is notified of withdrawal.

*When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)*

#### ***San Francisco State University***

Education Specialist: Physical Impairment Credential Program.

#### ***Boston Reed College***

Professional Clear Administrative Services Credential Program (*effective June 30, 2014.*)

*It appears this institution has closed.*

#### ***Mills College***

Professional Clear Administrative Services: Professional Guidelines-Based Credential Program, effective January 1, 2015.

#### ***California State University, Santa Cruz***

Multiple Subject Internship Program, effective October 4, 2014.

#### ***Sacramento County Office of Education***

*Designated Subjects: Special Subjects Program, effective April 1, 2015.*

*Designated Subjects: Supervision and Coordination Program, effective April 1, 2015.*

*Designated Subjects: Adult Education Program, effective April 1, 2015.*

### **Program Clarification:**

**General Education (Multiple and Single Subject) Induction Programs** are offered by colleges, universities, school districts, or county offices of education and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential. A General Education Induction program sponsored by a school district or county office of education may elect to include BTSA in its name but it will not be included on the Commission's approved programs web pages.

**General Education (Multiple and Single Subject) Clear Programs** are offered by colleges or universities and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential when the candidate has a CL 855 form signed by an employer.